

Teacher(s): Johnson

Subject: Tools for College Success

Week of: Dec 4 – 8, 2017

Week: 17

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ELACC9-10RH5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Do Now: Guided Instruction (We do)- How do you know that you understand what you have just read? Opening: Focused Instruction (I do)- Introduce Five Levels of Close Reading, Structural Reading, How to Read a Sentence, How to Read a Paragraph and How to mark your reading through the handouts provided to the students Work Session: Independent Learning (You do alone)- take notes as needed to enhance the handout's information Collaborative Learning (You do together)- (pairs) complete practice paraphrases Guided Instruction (We do) - students provide answers to compare to the "provided answers" to get clarification on exactly what paraphrasing looks and sounds like. Closing: Guided Instruction (We do)- How does paraphrasing help you to determine if a headline of the article is something you will want to read? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input checked="" type="checkbox"/> Cornell note <ul style="list-style-type: none"> Student Option <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Close Reading - Paraphrasing 	Formative: Teacher Observation Q&A Practice Paraphrases (7)
	Purpose: Introduce close reading as a concept and as a process to the students by discussing the Five Levels of Close Reading, Structural Reading, How to Read a Sentence, How to Read a Paragraph and How to mark your reading through the handouts provided to the students and providing some hands on practice with 1 st reading level paraphrasing.			Summative:
Tues	Standard(s): ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ELACC9-10RH5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Do Now: Guided Instruction (We do)- Paraphrase the headline provided Opening: Focused Instruction (I do)- Read "Corn-pone Opinions" paragraph by Mark Twain to the students and clarify definitions, etc Work Session: Independent Learning (You do alone)- Read each piece of the paragraph and provide a paraphrase (1 st reading) Guided Instruction (We do)- Compare and discuss student answers with the "provided paraphrase" to determine level of understanding Closing: Guided Instruction (We do)- Which of the four paraphrases was most difficult for you and why? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Close Reading - Paraphrasing 	Formative: Teacher Observation Q&A Paraphrases (4)
	Purpose: To provide the students with a hands on opportunity to have a paragraph broken down for them to practice completing a 1 st reading level paraphrasing.			Summative:
Weds	Standard(s): ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ELACC9-10RH5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Do Now: Guided Instruction (We do)- Paraphrase the headline provided Opening: Focused Instruction (I do)- Read <i>The Revolt of the Masses</i> paragraph by Jose Ortega y Gasset to the students and clarify definitions, etc. Work Session: Collaborative Learning (You do together)- (pairs) Read each piece of the paragraph and provide a paraphrase (1 st reading) Guided Instruction (We do)- Compare and discuss student answers with the "provided paraphrase" to determine level of understanding Closing: Guided Instruction (We do)- Is paraphrasing easier or more difficult when you work with a partner? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Close Reading - Paraphrasing 	Formative: Teacher Observation Q&A Paraphrases (7)
	Purpose: To provide the students with a hands on opportunity to have a higher level of difficulty paragraph broken down for them to practice completing a 1 st reading level paraphrasing; this time with a partner.			Summative:

Thurs	Standard(s): ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ELACC9-10RH5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	SUBSTITUTE: MR ELLIOTT Do Now: Guided Instruction (<i>We do</i>)- Paraphrase the headline provided Opening: Focused Instruction (<i>I do</i>)- Read paragraph from the book <i>The True Believer</i> by Eric Hoffer to the students and clarify definitions, etc. Work Session: Independent Learning (<i>You do alone</i>)- Read each piece of the paragraph and provide a paraphrase (1 st reading) Guided Instruction (<i>We do</i>)- Compare and discuss student answers with the “provided paraphrase” to determine level of understanding Closing: Guided Instruction (<i>We do</i>)- Is the “provided paraphrase” the only one possible? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none">Close Reading - Paraphrasing	Formative: Teacher Observation Q&A Paraphrases (7)
	Purpose: To provide the students with more hands on opportunity to have a higher level of difficulty paragraph broken down for them to practice completing a 1 st reading level paraphrasing; this time without a partner.			Summative:
Fri	Standard(s): ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ELACC9-10RH5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	SUBSTITUTE: MR ELLIOTT Do Now: Guided Instruction (<i>We do</i>)- Paraphrase the headline provided Opening: Focused Instruction (<i>I do</i>)- Read 1 st excerpt from <i>Civil Disobedience</i> by Henry David Thoreau to the students have students clarify definitions for themselves using dictionaries provided in the classroom Work Session: Independent Learning (<i>You do alone</i>)- Read each piece of the paragraph and provide a paraphrase (1 st reading) Guided Instruction (<i>We do</i>)- Compare and discuss student answers with the “provided paraphrase” to determine level of understanding Closing: Guided Instruction (<i>We do</i>)- be sure to bring back all of the material provided this week for use next week when we expand the close reading to include second reading – Explicating (similar to an exercise # 1 poste on wall) Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none">Close Reading - Paraphrasing	Formative: Teacher Observation Q&A Paraphrases (5)
	Purpose: To provide the first hands on opportunity to complete two reading level of close reading. This will continue the work on 1s reading (paraphrasing) to prepare for Monday’s first hands on work on second level reading (Explicating – similar to the Exercise # 1 posted on the wall).			Summative: